

Henry Timrod Elementary

1901 East Old Marion Highway
Florence, SC 29506

Grades	PK-6 Elementary School	
Enrollment	389 Students	
Principal	Thurmond Williams	843-664-8454
Superintendent	Larry Jackson, Interim Superintendent	843-669-4141
Board Chair	Porter Stewart	843-669-6395

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	16	54	23	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Average	N/A
2003	Average	Below Average	No
2004	Average	Below Average	Yes
2005	Average	Unsatisfactory	No

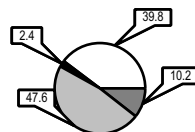
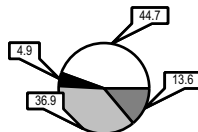
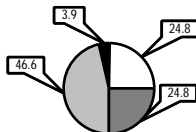
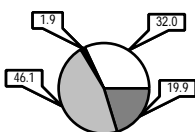
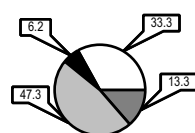
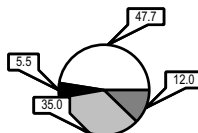
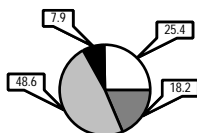
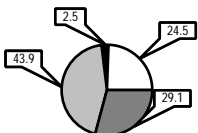
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	229	100.0	32.0	46.1	19.9	1.9	32.5	Yes	Yes
Gender									
Male	127	100.0	39.7	44.0	15.5	0.9	26.7		
Female	102	100.0	22.2	48.9	25.6	3.3	40.0		
Racial/Ethnic Group									
White	108	100.0	29.9	43.3	24.7	2.1	39.2	Yes	Yes
African American	120	100.0	34.3	48.1	15.7	1.9	26.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	168	100.0	31.1	45.9	20.3	2.7	36.5		
Disabled	61	100.0	34.5	46.6	19.0	0.0	22.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	229	100.0	32.0	46.1	19.9	1.9	32.5		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	229	100.0	32.0	46.1	19.9	1.9	32.5		
Socio-Economic Status									
Subsidized meals	172	100.0	35.5	46.7	16.4	1.3	28.3	Yes	Yes
Full-pay meals	57	100.0	22.2	44.4	29.6	3.7	44.4		

Mathematics – State Performance Objective = 36.7%									
All Students	229	99.6	24.4	46.8	24.9	3.9	48.3	Yes	Yes
Gender									
Male	127	99.2	25.2	45.2	26.1	3.5	49.6		
Female	102	100.0	23.3	48.9	23.3	4.4	46.7		
Racial/Ethnic Group									
White	108	99.1	19.8	43.8	31.3	5.2	62.5	Yes	Yes
African American	120	100.0	28.7	49.1	19.4	2.8	35.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	168	100.0	17.6	49.3	28.4	4.7	54.1		
Disabled	61	98.4	42.1	40.4	15.8	1.8	33.3	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	229	99.6	24.4	46.8	24.9	3.9	48.3		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	229	99.6	24.4	46.8	24.9	3.9	48.3		
Socio-Economic Status									
Subsidized meals	172	100.0	27.0	51.3	19.1	2.6	40.1	Yes	Yes
Full-pay meals	57	98.3	17.0	34.0	41.5	7.5	71.7		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	229	99.6	44.4	37.1	13.7	4.9	18.5
Gender							
Male	127	99.2	45.2	37.4	12.2	5.2	17.4
Female	102	100.0	43.3	36.7	15.6	4.4	20.0
Racial/Ethnic Group							
White	108	99.1	32.3	39.6	19.8	8.3	28.1
African American	120	100.0	54.6	35.2	8.3	1.9	10.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	168	100.0	39.2	39.2	15.5	6.1	21.6
Disabled	61	98.4	57.9	31.6	8.8	1.8	10.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	229	99.6	44.4	37.1	13.7	4.9	18.5
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	229	99.6	44.4	37.1	13.7	4.9	18.5
Socio-Economic Status							
Subsidized meals	172	100.0	52.0	34.9	9.2	3.9	13.2
Full-pay meals	57	98.3	22.6	43.4	26.4	7.5	34.0

Social Studies							
All Students	229	99.6	39.5	47.8	10.2	2.4	12.7
Gender							
Male	127	99.2	45.2	41.7	11.3	1.7	13.0
Female	102	100.0	32.2	55.6	8.9	3.3	12.2
Racial/Ethnic Group							
White	108	99.1	33.3	52.1	12.5	2.1	14.6
African American	120	100.0	45.4	43.5	8.3	2.8	11.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	168	100.0	32.4	52.0	12.2	3.4	15.5
Disabled	61	98.4	57.9	36.8	5.3	0.0	5.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	229	99.6	39.5	47.8	10.2	2.4	12.7
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	229	99.6	39.5	47.8	10.2	2.4	12.7
Socio-Economic Status							
Subsidized meals	172	100.0	44.1	45.4	9.9	0.7	10.5
Full-pay meals	57	98.3	26.4	54.7	11.3	7.5	18.9

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	63	100.0	21.7	31.7	43.3	3.3	46.7
	4	49	100.0	14.6	60.4	25.0	N/A	25.0
	5	57	100.0	20.4	66.7	13.0	N/A	13.0
	6	65	100.0	46.0	36.5	17.5	N/A	17.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	54	100.0	10.9	32.6	52.2	4.3	56.5
	4	58	100.0	39.2	39.2	19.6	2.0	21.6
	5	57	100.0	25.5	68.6	5.9	0.0	5.9
	6	60	100.0	49.1	42.1	7.0	1.8	8.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	63	100.0	8.3	71.7	18.3	1.7	20.0
	4	49	100.0	12.5	50.0	25.0	12.5	37.5
	5	57	100.0	22.2	46.3	24.1	7.4	31.5
	6	65	100.0	19.0	42.9	31.7	6.3	38.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	54	100.0	19.6	54.3	21.7	4.3	26.1
	4	58	98.3	36.0	36.0	24.0	4.0	28.0
	5	57	100.0	21.6	52.9	23.5	2.0	25.5
	6	60	100.0	19.3	45.6	29.8	5.3	35.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	54	100.0	39.1	47.8	13.0	0.0	13.0
	4	58	98.3	44.0	28.0	22.0	6.0	28.0
	5	57	100.0	41.2	45.1	7.8	5.9	13.7
	6	60	100.0	50.9	29.8	12.3	7.0	19.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	54	100.0	34.8	63.0	2.2	0.0	2.2
	4	58	98.3	34.0	46.0	18.0	2.0	20.0
	5	57	100.0	49.0	43.1	7.8	0.0	7.8
	6	60	100.0	38.6	42.1	12.3	7.0	19.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 389)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.1%	Down from 3.4%	3.4%	3.0%
Attendance rate	96.2%	Up from 96.0%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.6%	Up from 0.4%	4.1%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.6%	Up from 0.4%	3.6%	3.2%
Eligible for gifted and talented	6.2%	Down from 6.6%	9.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.3%	Up from 10.1%	8.7%	8.2%
Older than usual for grade	1.3%	Down from 2.7%	1.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 35)				
Teachers with advanced degrees	42.9%	Down from 45.5%	50.0%	52.6%
Continuing contract teachers	74.3%	Down from 78.8%	85.0%	83.3%
Highly qualified teachers	90.9%	Down from 100.0%	93.9%	93.5%
Teachers with emergency or provisional certificates	0.0%	Down from 10.0%	0.0%	0.0%
Teachers returning from previous year	83.9%	Up from 82.8%	86.4%	87.0%
Teacher attendance rate	95.9%	Down from 96.5%	94.8%	95.0%
Average teacher salary	\$37,828	Up 0.6%	\$41,364	\$41,703
Prof. development days/teacher	17.8 days	Up from 14.1 days	13.2 days	12.8 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	16.0 to 1	Down from 18.0 to 1	18.5 to 1	18.8 to 1
Prime instructional time	91.5%	No change	89.5%	89.8%
Dollars spent per pupil*	\$6,760	Up 16.2%	\$6,322	\$6,242
Percent of expenditures for teacher salaries*	63.0%	Up from 62.4%	65.0%	65.8%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	94.1%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Down from Excellent	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	84.2%		89.4%	
Highly qualified teachers in high poverty schools	86.9%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This has been a very productive year at Timrod School. We have overcome some difficult hurdles along the way. We had some lengthy faculty absences due to illness, and made several changes in faculty and staff during the year that directly impacted the children. I am proud to say our students responded well to the challenges caused by change and have proven to us all that they are capable of adapting and finding the good in every situation.

Students, faculty, and staff have all been involved in some exciting projects that have stimulated academic growth and laid the groundwork for positive character development.

We entered into High Performance Partnerships with Carolina Bank and The Morning News. Our partners provided our students with newspapers and introduced ideas for their use through the Newspapers in Education program. They also provided incentives for students to encourage good attendance.

The Junior Beta Club participated in several community service projects during the year, and sponsored projects in which all students participated. The students visited community nursing homes, and collected pennies and canned food for a local charity.

Fourth grade students attended the Florence Symphony Youth Orchestra concert. Our chorus students performed at FMU's Arts Alive Festival and music students played and sang in the Christmas Concert at Magnolia Mall. Several of our students were chosen to participate in the Horizons art program during the summer.

Students and teachers had the opportunity to explore new ideas about science in the ScienceSouth lab that visited our school. Some teachers are attending a summer science program sponsored by ScienceSouth.

Francis Marion University continues to use our school as an off-campus classroom for science and social studies education classes. FMU students then work in classrooms, using hands-on science kits to help students learn to apply concepts.

Several students participated in the South Carolina Young Writers Conference. Students attended writing workshops and met some well-known authors.

An on-site Math Coach provides professional development for teachers and staff.

Teachers strengthened skills used in teaching science, language development, and writing skills, and learned to accommodate different learning styles in professional development sessions led by FMU and Swamp Fox Writing Project consultants.

We have accomplished much more than can be reported here. We have an excellent faculty and staff and some of the greatest children you can find anywhere. We invite you to visit our school and see for yourselves why we say "Timrod School is a place for children."

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	37	58	53
Percent satisfied with learning environment	81.1%	81.5%	84.3%
Percent satisfied with social and physical environment	83.8%	78.9%	80.8%
Percent satisfied with school-home relations	63.9%	84.2%	80.0%

*Only students at the highest elementary school grade level at this school and their parents were included.